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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph is designed to provide CETA personnel with information concerning the open-entry/open-exit, competency-based-training approach and includes recommendations on implementation strategies. Included are definitions of terms especially applicable to open-entry/open-exit, competency-based programs, and this approach to training is compared to more conventional training programs. A step-by-step procedure for developing a curriculum guide, an important aspect of the implementation of this type of system, is presented along with examples of appropriate forms. The role of the instructor is discussed, the important task of orientating trainees to this type of learning system is presented, various specific management techniques are outlined, and ideas on the evaluation of trainees are provided. (CT)

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Open-Entry/Open-Exit, Competency-Based Programs For CETA Clients

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Robert G. Berns, Assistant Professor of Marketing and Distributive Education, received a B.S. in Education from Bowling Green State University, Bowling Green, Ohio, and the M.A. and Ph.D. degrees from the Ohio State University, Columbus, Ohio, where he specialized in research, curriculum development, and methodology.

He has had extensive experience in marketing, high school vocational education teaching, adult vocational education, and was a project coordinator for the Interstate Distributive Education Curriculum Consortium (IDECC). In this capacity, he co-authored a procedures manual for competency-based curriculum development, conducted task analyses, and performed an experimental study, comparing the IDECC competency-based systematic approach of instruction to more conventional teaching.

While at the Ohio State University, he coordinated the planning and implementation of the Performance-Based Teacher Education system developed at the National Center for Research in Vocational Education across the faculties of Agricultural, Home Economics, Trades and Industrial, Industrial Technology, Distributive, and Business Education.

As a faculty member in the Division of Vocational & Technical Education at Virginia Tech, he currently teaches and advises graduate and undergraduate students, provides services to marketing and distributive educators throughout Virginia, and conducts research in various phases of vocational education.

Forward

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

OPEN-ENTRY/OPEN-EXIT, COMPETENCY-BASED PROGRAMS FOR CETA CLIENTS

Introduction

In recent years, a new approach to training and education has been developed, tested, and implemented in many types of programs, levels of instruction, institutional settings, and with various types of clients. This approach is called by several names, including performance-based education, competency-based instruction, and open-entry/open-exit training. Many states, including Virginia, have mandated that most training and educational programs, including those under the jurisdiction of CETA, be competency-based. This approach to training is based upon the need to provide skills to trainees so that these clients are able to enter directly into unsubsidized employment upon exiting the training program.

This monograph should be helpful to the CETA administrator, instructor, and counselor. It is designed to provide CETA personnel with information concerning the open-entry/open-exit, competency-based-training approach and includes recommendations on implementation strategies. Included are definitions of terms especially applicable to open-entry/open-exit, competency-based programs and this approach to training is compared to more conventional training programs. A step-by-step procedure for developing a curriculum guide, an important aspect of the implementation of this type of system, is presented along with examples of appropriate forms. The role of the instructor is discussed, the important task of orienting trainees to this type of learning system is presented, various specific management techniques are outlined, and ideas on the evaluation of trainees are provided.

Open-Entry/Open-Exit, Competency-Based Approach

Open-Entry/Open-Exit Concept

The open-entry/open-exit concept is a structure by which a program operates and provides trainees the opportunity to enter and leave training at any given time rather than limiting entry and exit to designated dates. An advantage of open-entry is that the trainee may enter training when he/she feels ready and able to do so while open-exit provides the trainee an opportunity to enter the world of work immediately upon mastery of the skills required of the job he/she seeks. This flexibility serves the trainee in that the instruction provided may be more prescriptive, individualized, and efficient (Pressley, 1978).

The open-entry/open-exit concept serves the purpose of preparing trainees for jobs and occupations that suit individual needs, interests, and abilities. Through the open-entry structucture, a trainee may be accepted into a program at any time and an individual training plan is developed or reinstated upon entry. Through open-exit, the trainee may leave the training situation at any time for any reason. One reason might be that the trainee feels a need to start earning a wage for personal reasons. If he/she has qualified for a particular job, the trainee could apply for such a position and leave the training program. Of course, should the individual later desire to reenter the program and develop competencies to qualify for other jobs, the open-entry structure makes this option available.

Competency-Based Concept

A program is competency-based when the content of the training program is based upon the actual tasks performed in the occupations and jobs for which training is being provided. The trainee is required to demonstrate competence in performing

the tasks before being deemed competent in and trained for that job. Actual performance of the tasks ensures that the trainee has the knowledge required and the ability to perform the tasks that are essential for a specific job.

The instruction is trainee-centered and the trainee is considered the focal point of classroom activity. His/Her needs, interests, and goals are vital considerations in designing the curriculum and instruction. An employability plan is used to guide the instructors and trainees toward learning the tasks performed on specified jobs. This plan is a realistic and appropriate device for use in the preparation of a trainee for a variety of jobs. It helps the trainee reenter the training program in order to master additional jobs (Pressley, 1978). This concept is described later in this monograph.

The Combination of Open-Entry/Open-Exit and Competency-Based Concepts

The combination of the open-entry/open-exit and competency-based concepts provides a training program with certain advantages. The flexibility of this type of program offers the trainee many options which are not available in conventional programs. Also, the content of the training is more relevant and realistic. In addition, it contributes to the positive motivation of the trainee in several ways. For example, being able to see just what the trainee needs to learn in order to qualify for employment in a particular job, reduces the fear of the unknown and improves the trainee's motivation to learn these required tasks. When one job is mastered, and the trainee can readily see the few other tasks necessary to be learned to become employed in another job, the trainee may be more motivated to continue in the program in order to accomplish the additional tasks. Even if the trainee chooses to end training after completing the requirements for one particular job

and "open-exits" at this point, he/she could reenter training at a later date ("open-entry") to develop the competencies needed to perform the additional tasks required in the other jobs.

Other advantages of the open-entry/open-exit, competency-based approach to trainees are as follows:

1. This training approach closes the gap between the objectives of the program and the objectives which are more immediate and more realistic. The program trains people to perform effectively in existing and future job markets and to adjust to the ever changing environment, and as a result is responsive to the immediate training needs of the individual and the business and industrial community.

2. This system uses methods that are individually prescribed and thus may meet the needs and learning styles of the individual student more effectively.

3. The curriculum is based on specific performance objectives rather than vague notions of objectives.

4. The tasks learned in the classroom relate directly to the requirements of the job for which training is provided.

5. The trainees work at their own pace, mastering one task before going on to the next level.

6. The trainees save time by not having to re-learn certain knowledges or skills.

7. Boredom is reduced for quick-learning individuals.

8. Opportunities for employment come quickly upon completion of training since the curriculum is based on jobs needing workers.

9. Often, the trainee is afforded the opportunity to choose from a variety of learning activities.

10. Trainees are evaluated on actual performances.

11. Trainees are provided the opportunity to continue learning how to perform a task (perhaps using different learning activities or continuing practice) until they are competent.

12. Trainees learn self motivation.

The open-entry/open-exit, competency-based approach also has advantages for instructors. These include:

1. More time to work individually with trainees - remedial, guidance, etc.

2. Increased flexibility in structuring the learning environment.

3. The opportunity for continuous accounting of trainee achievement.

4. The opportunity to involve employers and workers in the training program.

5. Systematic procedures for the classroom.

Open-Entry/Open-Exit versus Conventional Programs

To clarify and define the open-entry/open-exit, competency-based approach, it may help to compare this type of program with more conventional programs. The following are merely generalizations and are not intended to be totally accurate for each competency-based program or for each coventional program:

	CONVENTIONAL	OPEN-ENTRY/OPEN-EXIT, COMPETENCY BASED
Objectives	general, vague objectives based on group needs	specific performance-based objectives based on individual needs
Content	based on intuition and experience of curriculum developer and instructor	based upon competencies identified through interviewing workers and supervisors
Methodology	primarily group instruction	mixture of group and independent instruction

Instructional Materials	texts and other reading materials	reading materials, audio-visual aids, modules, etc.
Evaluation	tests, quizzes, written exams; norm-referenced	performance of actual tasks; criterion-referenced
Feedback	seldom	often
Speed of instruction	Time-based - depends on the group	performance-based - depends on the individual trainee
Instructors	general "teachers"	specific "trainers" and "learning managers"

Misconceptions Related to Competency-Based Programs

Several misconceptions related to competency-based programs have appeared in recent years. Often, these apprehensions may be traced to basic mistakes in the implementation of the approach. The following are areas of concern that should be carefully understood:

1. The instructor must remember that competency-based does not necessarily mean independent student. A program is competency-based if the curriculum is based upon the competencies (tasks) required of a worker in a particular job. These competencies may be learned in several settings including large group (total class), small group, or independent settings.

2. Competency-based instruction is not synonymous with modularized instruction. Modules may serve as excellent resources and guides for learning, but they constitute merely one method of learning. Modules may be used by the instructor in gathering ideas on writing performance objectives, identifying learning activities, and developing evaluative measuring devices. Or, trainees may work directly from modules. In either case, modules are useful but not imperative in a competency-based program.

3. The entire competency-based concept is predicated on the trainee having an occupational interest. It is critical for

the counselor and/or instructor to provide experiences to help the trainee identify such an interest. Often, aptitude, interest, and achievement tests can help in this regard. The reader is referred to the monograph, Counseling the CETA Client in this series.

Definitions

Occupation, Spin-off Job

The following definitions of the terms "occupation" and "spin-off job" are based upon those definitions found in the Dictionary of Occupational Titles. An "occupation" is a grouping of jobs based on their similarities; a collective description of a number of individual jobs performed with minor variations in many establishments. A "spin-off job" is a job related to the occupation; it is an employability area of an occupation. Therefore, an occupation consists of one or more jobs.

In order to perform a spin-off job, an individual should be competent to perform a particular cluster of tasks. Often, the jobs build upon each other in such a fashion that upon mastery of one job, it may take training for only a few more tasks to become qualified for another job, etc. When a trainee has mastered all of the tasks performed in all of the spin-off jobs related to an occupation, that individual is considered competent in the occupation.

Task, Sub-task

In this system, a "task" is considered to be a complicated component of work. It is a larger entity than a "sub-task," which is defined as a small unit of work or a competency which must be demonstrated in order for the trainee to be considered competent. So a task is a synthesis of sub-tasks.

Individualized Instruction

In "individualized instruction," the curriculum for a trainee

is based upon the trainee's employment goal, skills of the trainee, and the skills required in that occupation and jobs.

Individualized instruction may be delivered in several ways. Certain skills which most of the class need may be learned in a large group setting; those skills which are needed by a few trainees may be learned in a small group setting; and those skills which are uniquely needed by a trainee may be learned independently.

Learning Module

"Learning modules" are packages of materials that may be used to learn the skills. Modules vary in content but usually include one or more performance objectives which usually include the behavior that the trainee is required to exhibit, the conditions under which this behavior must be exhibited and the required criteria, a selection of learning activities some of which are for group instruction while others are for independent study, evaluation measures to determine whether or not the performance objectives have been met (pretests and posttests), reading materials, transparency masters, etc. These modules may be used directly by the trainees or may be used as resources by the instructor.

Implementation of the Open-Entry/Open-Exit, Competency-Based Approach Through Development of Curriculum Guides

The implementation of the open-entry/open-exit, competency-based approach should be completed in a systematic manner to assure understanding among all individuals involved in the process and, thus, effect a positive attitude toward the approach. This positive attitude is critical for the effective implementation and continual adherance to the guidelines of a program using the competency-based, open-entry/open-exit approach. Furthermore, by following a step-by-step procedure, the institution will be more likely to adopt a comprehensive competency-based program which

will effectively meet the needs of the trainees, the employment world, the economy, and society.

The following implementation plan was developed by Robert L. McGough and K. Kurt Eschermann of Virginia Polytechnic Institute and State University, after considerable experience in assisting CETA programs in adopting the open-entry/open-exit, competency-based approach. It involves ten specific steps which culminate with a fully developed, competency-based curriculum guide.

The first step is to provide an overview of the curriculum (what is to be taught), a description of the CETA clients who will be receiving the instruction, the number of instructional hours available for training, and the identification of what the trainees will be able to do after the instruction. This step should be followed closely by step two, a description of the program or course and the prerequisites for the program. These prerequisites should include the competencies needed by the trainee before entering the course.

Step three calls for a plan that specifies the length of the course, the basic teaching methods, the class size, and the required physical facilities. This section is important for planning purposes and should be carefully completed.

The steps which follow involve the occupation and jobs being trained for, the tasks performed on such jobs, and the performance objectives to be used for instruction. This procedure calls for information which flows from general to specific.

In step four, an occupational description is provided. This description should be copied from the Dictionary of Occupational Titles (DOT) and the DOT number should be identified. Furthermore, an exhaustive list of related areas of employment (spin-off jobs) should be initially developed by copying those titles

listed in the DOT under the occupation definition, consulting with the program's craft committee, and speaking with workers in the occupation. These spin-off jobs should then be studied carefully and jobs for which to provide training should be selected. Factors to consider in choosing jobs include: the capability of the institution, the expertise of the instructor, and the employment potential in the surrounding area. For example, 15 related areas of employment may be initially identified for an occupation but after considering these factors, only five jobs may be selected for actual training in the program.

Step five calls for a description of each of these spin-off jobs. Once again, the DOT should be used, whenever possible, for identifying these descriptions.

In step six, the tasks performed by workers in each spin-off job should be identified. A separate page should be devoted to each job. The title of the job should be written at the top of the page and followed by the tasks performed in that job. The craft committee, employers, supervisors, workers, Department of Labor publications, research study findings, and other research materials should be used in identifying the tasks. Otner valuable sources of information are the catalogs developed by the Vocational-Technical Education Consortium of States (V-TECS) and the research conducted by the Interstate Distributive Education Curriculum Consortium (IDECC), in each of which Virginia is a participating member state. Of course, the instructors should add tasks to the list based upon their own experience. When the tasks for each job are compiled into a master listing, this list becomes the listing of tasks performed in the occupation in question.

After the initial listing of tasks for an occupation has been completed, step seven calls for these task statements to be listed on a form similiar to that in Figure 1. It should be emphasized

that the complete, comprehensive listing of tasks for the occupation should include the lists of tasks for each spin-off job. Then, the occupation title is placed at the top of the first column, followed by the spin-off jobs (in no particular order). This form is given to workers and supervisors in the appropriate business or industry to obtain their reactions to the importance of the tasks and frequency with which the tasks are performed, thus developing an unbiased, external evaluation of the job and tasks. The key calls for the respondent to indicate a "3" if the task is constantly performed or is essential, a "2" if the task is often done or is important, and a "1" if the task is seldom done or is nice to know. The local agency should take responsibility for having these forms completed by industry personnel. It is suggested that 6-8 employees be interviewed. However, it must be realized here that the number of employees interviewed depends upon the time and people available in the local setting. By interviewing more people, more information will be obtained. The form should not be left with the employee to complete on his/her own time since the employee may not be able to read the tasks, may not understand the tasks, may not understand how to complete the form, or may not bother to complete the form. This procedure is not meant to be a solidly valid and reliable method but, rather, an attempt at gathering local information for curriculum identification under realistic constraints of personnel time and money.

Upon completion, the forms should be sent to an agency equipped to tabultate the responses, analyze the data, and provide information on a form similar to that presented in Figure 2. As may be seen clearly in this figure, the comprehensive listing of tasks is found in the first column. The tasks have been rearranged from the initial list used for the survey

described previously and now appear in decending order from high importance to low importance. Each task is provided with a mean for each job based upon the scale used in the survey. Thus, a mean of "3" would be interpreted as an essential task, constantly performed in that job according to those workers surveyed. At the other extreme, a mean of "1" would indicate that the respondents considered that task to be nice to know but seldom done in that particular job. Often, jobs within an occupation build upon others so that the task of a lower level job are learned first and additional tasks are learned for subsequent, higher level jobs. As the trainee moves toward training in higher level jobs, the number of tasks to be learned increases. The "stair-step line" on the form in Figure 2 illustrates this point.

Step 8 calls for the writing of sub-tasks for each task. These sub-tasks are more specific competencies which must be demonstrated for a trainee to be considered competent to perform the task. Once again, sources of information for this step include IDECC, V-TECS, United States Office of Education final reports, and, of course, the workers in the jobs.

In step 9, a performance objective is written for each sub-task. This objective should include the behavior desired, the conditions under which the performance should take place, and the minimum level of performance deemed acceptable including the assessment criteria by which it will be known if the trainee performed at or above the minimum level.

Step 10 requires specific steps for performing each sub-task to be listed after the performance objective. By following this "performance guide," the trainee learns to complete the sub-task correctly and, through practice, will eventually reach the minimum level of performance deemed acceptable. Also included in this section should be the identification of instructional topics related to this sub-task which should have been

mastered by the trainee prior to or coinciding with the instruction based upon the performance objective. This is a step which calls for team work among the instructors in an agency. If a trainee needs skills in another area, the instructor of that program should be informed and the trainee should then be provided that instruction through the other program.

Step 11 involves the evaluation of the performance of the trainee, the results of which are recorded on a master progress chart, an individual progress checklist, and an instructor checklist. The progress chart is used for keeping the trainee and instructor aware of his/her accomplishments. It should include space for the following items: instructor name, date, trainee name, tasks, and sub-tasks. A sample format is provided in Figure 3. In order to show repetitions of performance of the subtasks, hash marks may be used within each block. This master progress chart may be posted on a bulletin board for easy reference.

Another form, entitled Individual Progress Checklist, should also be used to provide an individual record of the trainee's progress. A separate page may be used for each task. The following components should be included in this check list: name of trainee, occupation, spin-off job, task, sub-tasks, frequency, dates completed, and instructor's signature. A sample format is provided in Figure 4. Two copies of this checklist should be kept. One is placed in the trainee's own file for his/her reference and the other is kept by the instructor. This individual progress checklist can be used by the instructor or trainee at any time he/she needs information concerning the progress of a trainee.

The third form includes more specific information and may be titled, an Instructor Checklist. One of these forms is completed

for each sub-task attempted and provides space for each step of the performance guide, a score for the evaluation of each step, and comments. Also, a section to indicate the trainee's overall performance of this sub-task is included. If the trainee's performance is deemed "reject," the instructor should plan additional learning activities which will help the trainee learn how to perform the sub-task more proficiently. This "remediation plan" is written on the instructor checklist. This checklist is for use by the instructor and may serve as a guide and source of information in completing the other progress checklists. See Figure 5 for an example of this form.

Another use of these forms is in the area of trainee placement on jobs. A copy of the master progress chart and individual progress checklists may be given to the designated placement officer of the institution.. When a trainee seeks employment, the placement officer can screen the client and can readily see how far a trainee has progressed and what jobs the trainee is competent to perform. In this way, the placement officer can make a better decision as to which trainees to send out for job interviews. Also, the individual progress checklists may be taken with the trainee to the interview. Often, CETA clients who would be good employees do not get the opportunity to display their competency because they are not hired due to making a poor impression during the job interview. The competencies required for completing a successful job interview are not necessarily the same competencies required for success on the job. Therefore, even though a client may not be able to express clearly the tasks he/she is able to perform or the past experiences he/she has had even though the trainee may make a poor appearance in the eyes of the interviewer, following this procedure will place in the hands of a record which verifies the interviewee's competence in

specified tasks. This verification comes through the instructor signatures. After the interview, the placement officer or instructor should follow up to gain feedback concerning the trainee and the list of sub-tasks provided on the checklist. This feedback may provide valuable information for revision of the task lists.

The final step of this procedure involves the attachment of appendices to the curriculum guide which include a list of curriculum materials and audio-visual equipment needed, a statement of the program/course evaluation and modification procedures (i.e. advisory committee, outside evaluators, internal evaluation), and a list of safety precautions and shop rules.

The Role of the Instructor

In a CETA training program using the open-entry/open-exit, competency-based approach, the instructor serves as a manager of the instruction and a facilitator of learning. Because trainees work on different tasks at different times, the instructor cannot possibly be the only source of information. One effective method is peer group tutoring whereby trainees assist each other in learning how to perform tasks. Relationships among trainees are vital to the learning environment since trainees work together. Trainees often learn well from their peers. By serving as a tutor, a trainee is forced to display his/her ability to explain and demonstrate, thus reinforcing his/her own abilities. Also, instructor aids are sometimes available who can provide assistance to trainees.

As in most training and educational settings, a major contributing factor to the amount of learning that occurs is the instructor. The instructor is a vital part of an open-entry/open-exit, competency-based training program. The instructor makes the system work.

The primary tasks of the instructor in the position of learning manager do not differ from the tasks of an instructor in general, but certain tasks and frequency of performance of certain tasks are given increased emphasis while others get less attention. The following tasks seem to require more time and effort from the instructor of a program using this training approach: diagnosing individual learning needs, prescribing appropriate learning experiences, coordinating learning activities, providing appropriate instructional materials and equipment, providing individual tutorial and counseling help, duplicating and disseminating materials, monitoring trainee progress, evaluating trainee performance, motivating trainees to work individually and cooperatively without the constant direction of the instructor, and supervising the learning environment.

Increased instructor planning is essential for successful implementation of this type of learning system. The amount of time spent in the following planning tasks will depend upon the amount of materials available for the particular occupational training program. These planning tasks include: conducting task analyses, writing performance objectives, identifying learning activities, developing instructional materials, and developing measuring devices.

The instructor, then, must be committed to the improvement of the program and to the employability of each trainee. The reader is referred to the monograph, "Methodology and Techniques," for additional information on the role of the instructor.

Orienting Trainees

Trainees entering an open-entry/open-exit, competency-based program should be introduced to this concept upon application to the program. A planned, quality, orientation program is vital to the success of the training. This orientation will alleviate much

of the fear and apprehension of entering a new setting and being trained by a different approach to instruction. Responsibility for the initial stages of this orientation may be assumed by the counselor of the institution and the remainder of the orientation is often left to the instructor. Primarily, the program should be explained in relation to what it is, what value it has, how it will benefit the trainees, and how it will affect them in various ways. They need to be oriented to the following items:

1. The general concepts of the open-entry/open-exit and competency-based approach and what it can mean to them in their future employability and skill development.

2. The concept of occupation/spin-off jobs and how trainees can meet the requirements of one job at a time, building competencies upon each other.

3. The idea that this program is trainee-centered and that, therefore, the trainees must take more responsibility for their own learning.

4. The role they are expected to play and their responsibilities for learning.

5. The system used in the classroom including progress charts, filing systems, materials access systems, peer group tutoring, equipment usage, evaluation.

6. Safety precautions and rules they are to follow.

7. The logistics, including location of training aids, equipment, tools, instructional materials, files, charts, etc. (It is beneficial to actually "walk the trainee through" the laboratory, shop, and instructional areas.)

8. The daily procedures (again, the trainee should be "walked through" the daily procedures).

9. Questions are welcomed and instructors will try to answer clearly, giving examples and demonstrations.

It should be remembered that most CETA clients come from backgrounds in school which are conventional and teacher-oriented. Therefore, this orientation is an important first step toward breaking that perception of training which has been ingrained in the trainees for many years. However, the instructor must also realize that this task is not an easy one and that trainees should be oriented in a carefully organized and deliberate manner.

Management Techniques

The management of a competency-based program will be effective if the instructor carefully plans the program in a simplified manner. The progress charts and checklists provided elsewhere in this monograph provide a system of "keeping track" of the student's progress. The following techniques could also be used in relation to the classroom management of the program:

1. Keep two files on each trainee - one which the trainee has access to and the other for the instructor's records.

2. Designate the space of the room or section of the building allocated for the program's use to that space is provided for large group instruction, small group instruction, and independent work. It is usually best to keep the "laboratory-shop" section divided from the "related instruction" section.

3. Provide a locker, bin, or some other storage area for each trainee - cardboard boxes sometimes will do.

4. Provide space in the classroom for a library for the resource materials. This space should be managed carefully so that materials are not misplaced. Materials should be organized in such a manner that trainees can easily gain access to needed items. Sometimes, a trainee may be designated as librarian and manage the library.

Evaluation of Trainee Performance

The trainee is evaluated on each sub-task being learned. The behavior which is called for in this sub-task, the conditions under which this behavior is to occur, and the criteria to be used in judging the competence of the trainee should be included in the performance objective. The conditions should include the equipment and tools with which the sub-task is to be demonstrated. The criteria should be identified carefully and should reflect the actual performance requirements involved in the sub-task. A scale may also be used as a means for communicating the degree or extent to which the trainee can perform the sub-task. This scale may include descriptors such as "excellent, good, average, poor, none." The performance objective should indicate to what degree of proficiency the behavior must be demonstrated to be considered competent. Perhaps each criterion must be checked as satisfactory before the trainee is considered competent, or 90% of them, etc. This mastery level should be carefully chosen. One way of arriving at this level is to measure the performance of people who are satisfactorily performing the sub-task on the job. Or, the supervisors of workers could be asked to identify the performance level they would deem acceptable by their employees.

One method of providing activities for evaluating the trainees is to accept real projects around the institution. For example, if a client has a car problem, the automobile mechanic program may assign one or more trainees to work on the car to solve the problem. A record of such work should be kept on a form similar to that provided in Figure 6. A column is provided for a list of the tasks which were performed and another column calls for a listing of the sub-tasks involved. Peer group tutoring may be used in this technique. A trainee who has shown competence in

performing the appropriate tasks but who may need an additional repetition may be assigned to the work along with a trainee who is just learning how to perform the task. The experienced trainee can then provide the instruction to the new trainee. In this way, the one trainee gains credit by documentation of an additional repetition while the new trainee has had the exposure to the initial information and has observed the performance of the task. The instructor should complete this form and cross-reference the information onto the progress charts and checklists used in the program.

Summary

A CETA program based upon the open-entry/open-exit, competency-based concept can be an effective training program. Key contributing factors to the successful implementation of such a system include the systematic development of curriculum guides, the effective performance of critical management tasks related to this approach by the instructors, the thorough orientation of trainees, and the proper evaluation of trainee performance. Through the committment of CETA personnel, this approach to the training of clients can successfully accomplish the primary mission of CETA training programs--providing skills to clients so that they can directly enter unsubsidized employment upon completion of the training.

VALIDATION SURVEY

PROGRAM _____

_____

TASKS	(Occupation)	(Job)	(Job)	(Job)	(Job)	(Job)	(Job)	COMMENTS

KEY TO SCORING

1. Seldom done or Nice to know
2. Often done or Important
3. Constantly done or Essential

Figure 1

CETA Skills Center

Occupation _____

TASKS	Occupation	(Job)	(Job)	(Job)	(Job)
1.	3	3	3	3	3
2.	3	2.75	2.75	2.5	3
3.	3	2.5	2.5	2.5	2
4.	3	1.75	2.5	2.5	1.75
5.	2.75	2.25	2.25	3	1
6.	2.75	1.75	1.75	2.75	1
7.	2.75	1.75	2.75	1.75	1
8.	2.75	1.5	3	1.5	1
9.	2.75	1.25	3	1.5	1
10.	3	1.5	2.75	1.25	1
11.	2.75	1.5	3	1.25	1
12.	3	1.5	2	1.5	1.5
13.	3	3	1.5	1.5	1.5
14.	3	3	1	1.25	1
15.	3	3	1.25	1	1
16.	3	3	1	.75	1.5
17.	2.75	1.75	1.75	1.75	1
18.	3	2.75	1	1.25	1
19.	3	2	1.5	1.25	1
20.	3	2.5	1	1	1
21.	2.75	1.5	1.5	1.5	1
22.	2	1.5	1.25	1	1
23.	2.75	1.5	1.25	1	1
24.	3	1.25	1	1	1
25.	3	1.25	1	1	1
26.	2.75	1.25	1	1	1
27.	2.5	1.25	1	1	1
28.	2.75	1	1	1	1

Figure 2

MASTER PROGRESS CHART

Sub-Task and Frequency

Instructor _____ Date: _____ TRAINEE	TASK		TASK		TASK		TASK		TASK		TASK	
	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task	Sub-task
	卌	卌	卌	卌	卌	卌	卌	卌	卌	卌	卌	卌

Figure 3

INDIVIDUAL PROGRESS CHECKLIST

Name _____ Trainee # _____

Occupation _____

Spin-Off Job _____

Task _____

_____

Sub-Task No.	Name of Sub-Task	Frequency	Dates	Instructor Signature

Figure 4

INSTRUCTOR CHECK LIST

Trainee Name _____ Date _____

Sub-Task _____

Performance Guide	Score *	Comments

*Place a check ( ) in the score column to indicate client weakness.

Client Performance:

Acceptable _____

Reject _____

REMEDIATION PLAN:

Figure 5

Instructor _____ Date In _____
Name and Address of Customer _____
_____ Phone No. _____
Anticipated Work Days _____
Anticipated Completion Date _____
Estimate Required? Yes _____ No _____
Description of Damage _____
_____
_____
_____

Repairs Required (Tasks)	Appropriate Sub-Tasks	Trainee Assigned

Figure 6

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